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ABSTRACT

This booklet contains 20 that address school Skills. It is designed to be used by teachers who work with troubled youth at risk for not completing high school. Each lesson plan provides a goal, a list of materials and detailed directions on how to implement the lesson. Several handouts that accompany the lessons are included. Lesson goals include: communicating the necessity of a high school education; permitting students who believe that they will never need an education to identify and examine that assumption; introducing students to possible serious problems they may encounter because of a lack of education; assisting students who have serious problems in school to accept responsibility for their action instead of blaming teachers, principals and others, and to view these problems in an objective way; assisting students in interacting successfully with their teachers; assisting students who manipulate adults about the results they achieve in school to identify with their behavior; encouraging students in danger of dropping out of school to continue with their education; and assisting students who are at risk of expulsion or suspension to consider moderating their behavior. (MKA)

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Breakthrough Strategies to TEACH and COUNSEL Troubled Youth

Social Skills • School Skills • Coping Skills LESSON SERIES

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Ruth Herman Wells, M.S.
Illustrated by Daniel C. Wells

School Skills

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Lesson 1

Is Education an Important Tool?

Goal: To permit students who believe that they will never need an education, to identify and examine that assumption.

Materials: Chalkboard; chalk; one bottle of soda pop or similar beverage for each student (the pop bottles must require a bottle opener to be opened); a tool box with a large assortment of household tools (such as pliers, hammer, screwdriver, scissors, tweezers, saw, screws, nails, bolts, etc.— but no bottle opener should be in the box); one bottle opener placed out of the sight of the students.

1. ▲ **Ask** the students to discuss if education will be important in their futures. If necessary, **permit** students to negatively appraise the likely future value of school.

2. ▲ **Display** the bottles of soda pop to the class, then **ask** the students to instruct you how to open one bottle of soda using the tools included in the tool box. Carefully, but dramatically **attempt** to open the soda bottle using tools that are completely inappropriate for that purpose, **allowing** the students to become quite involved in the process as you dramatically *(but safely)* simulate attempting to use items such as a hammer or wire cutters to open the bottle. **Assist** the class to determine that *people need the correct tools to complete tasks*, and **write** that phrase on the chalkboard.

3. ▲ **Display** the bottle opener and **ask** a student to open one bottle and then **assist** that class member to comment on the difficulty or ease of completing the task once equipped with the correct tool. After the student identifies that the task was easy, **ask** the class to imagine that the bottle of soda pop was their life and their education was the "right tool", like the bottle opener. One class member at a time, **ask** each student to identify if it would be easier or harder to live life without the necessary tools that education offers. **Begin** with a student who may respond that lacking an education will make it harder. As a student identifies that having essential tools is the easier way to live, **give** them a bottle of soda and the opener, and **permit** them to use the opener to uncap the pop while they talk. If a student does not or will not identify that having the correct tools can make life easier, **give** them a bottle of soda, and as they talk, also **pass** them various tools— but not the bottle opener. If a student insists that having the correct tools in life is not vital, gently **inquire** "Could having the correct tool right now help you get you what you want?" and **relate** to education. **NOTE:** *Carefully monitor students and maintain close proximity to ensure that students do not use tools in ways that could become safety concerns. Do not give students potentially dangerous tools such as hammers, saws or other items that could create safety problems if misused; reserve those tools only for the demonstrations done by the instructor in Step 2. Remind each student of safety concerns prior to passing tools to them.*

▲ **Discuss** the following with the class:

- Are there always good substitutes available when you need a certain tool— like a bottle opener— to complete a task? *(No, sometime a dozen other tools can't take the place of the one right tool you need.)*
- In life, will there always be good substitutes available when you need a certain tool— like math, reading or writing skills? *(No, and, again, a dozen other tools can't take the place of the one you need.)*

4. ▲ **Review the major points of this lesson:**

- **People often need the correct tools to complete tasks.**
- **Your education may be the one right tool for many of life's tasks.**
- **There are not always good substitutes available when you need a certain tool. In life there may be no good substitutes for an education.**

Adapted from an intervention from Sandy Cornish, COPE Program, Burlington, Iowa

Lesson 2

Education: Don't Leave Home Without It

Goal: To permit students who believe that they will follow a certain life path that will enable them to avoid ever needing an education, to discover that they may have made some inaccurate assumptions.

Materials: Chalkboard, chalk, pens, one copy for each students of "Education: Can You Leave Home Without It?"

1. ▲ **Distribute** the "Education: Can You Leave Home Without It?" handouts to the students and **ask** them to complete the form by circling all the events that could ever conceivably happen. Once the students have completed this step, **discuss** each event with the class; all of the situations should be circled. **Assist** the students to determine that all of these situations could occur in these people's lives even though these events may have been unanticipated and unwanted.

▲ **Ask** the students to indicate by marking "Yes" or "No" on the handout, whether managing each of the events shown can be best accomplished by someone with a complete education. (All situations can be marked "Yes".) **Discuss** with the class that all of the people included on the handout could someday need an education in order to survive.

2. ▲ **Ask** the students to identify the life paths selected by the people featured in the handout, and **list** those responses in a column on the chalkboard. (*Answers: go on welfare, become a sports star, become a drug dealer, become a model, have my spouse take care of me, start my own business, have my gang take care of me, have my family take care of me).* **Ask** the students to determine how well these life choices will "save" people from needing an education. **Assist** the class to determine that because unplanned events can and do happen—such as those listed on the handout— people can never predict with certainty that they will be able to avoid needing and using a complete education.

3. ▲ **Ask** the students to identify additional life paths that people may believe can protect them from ever needing an education. **Assist** the class to cite choices such as the following: *working for a longtime, local business; inheriting money; winning the lottery; gambling; illegal activity such as prostitution; or joining a longtime family business.* **List** these responses in a column on the board, using the same format that is shown on the handout. **Aid** the class to identify what unexpected events could occur. **List** these events in a second column on the board, continuing to use the handout format. **Ask** the class to determine if a complete education could be needed to best manage these events. **Assist** the class to determine: *There is no life path that can guarantee that a person will never need an education.* **Write** this phrase on the board and **discuss.**

▲ **Assist** the students to notice that the events listed on the chalkboard and handout are not just possibilities, they may be very likely occurrences. **Ask** the class members to guess the mathematical odds (such as a 70% chance or a 20% chance) that each event could occur. **Review** and **discuss** the odds set by the class.

4. ▲ **Review the major points of this lesson:**

- **Your life path choices can not ensure that you will never need an education to best manage the events that develop in your life.**
- **There is no life path that can guarantee that a person will never need an education.**
- **The odds are very high that someday, whether you are ready or not, you will need an education.**

Education: Can You Leave Home Without It?

The Plan	Could these events EVER happen?	Is Education Needed in this Event?
1. Pauline says: *"I'll never need school when I'm on welfare."*	a. Pauline must buy another car when the old one stops working.	a. ❑ Yes ❑ No
	b. Her welfare is cut. Pauline must get a job right away.	b. ❑ Yes ❑ No
	c. Pauline counts the change she gets at the store.	c. ❑ Yes ❑ No
2. Kasey says: *"I won't need school when I'm a major league ball player."*	a. Kasey has to oversee an accountant who manages his money.	a. ❑ Yes ❑ No
	b. Kasey is hit by a car, can't play all season, doesn't get paid.	b. ❑ Yes ❑ No
	c. There is a strike and no one gets paid.	c. ❑ Yes ❑ No
3. Bud says: *"I won't need school to sell drugs."*	a. Makes many large cash transactions.	a. ❑ Yes ❑ No
	b. Reads legal documents such as bail agreements and warrants.	b. ❑ Yes ❑ No
	c. Calculates weights.	c. ❑ Yes ❑ No
4. Maria says: *"I won't need an education when I'm a model."*	a. Find, hire, pay and oversee a manager.	a. ❑ Yes ❑ No
	b. Read complicated contracts.	b. ❑ Yes ❑ No
	c. Rent a luxury apartment.	c. ❑ Yes ❑ No
5. Sue Lee says: *"My husband will take care of me. I don't need school."*	a. Her husband leaves Sue Lee all alone to fend for herself and marries his secretary instead.	a. ❑ Yes ❑ No
	b. Sue Lee must read the label and calculate dosages for her baby's medicine.	b. ❑ Yes ❑ No
	c. Her husband dies, leaving Sue Lee all alone.	c. ❑ Yes ❑ No
6. Pablo says: *"Forget school! I'll just start my own business."*	a. Keep financial records for his business or supervise those who do.	a. ❑ Yes ❑ No
	b. Fill in complicated tax forms, or find and supervise an accountant who will do them.	b. ❑ Yes ❑ No
	c. Read complicated government documents.	c. ❑ Yes ❑ No
7. LaVern says: *"I'll just hang with my gang. No need for school."*	a. LaVern turns 29 years old; the other gang members think he is too old and kick him out.	a. ❑ Yes ❑ No
	b. LaVern is sent to prison and the gang is gone when he gets out.	b. ❑ Yes ❑ No
	c. Many gang members are sent to prison; the gang dies.	c. ❑ Yes ❑ No
8. Beth says: *"My family will take care of me. Forget school!"*	a. Beth fights with her parents; they kick her out.	a. ❑ Yes ❑ No
	b. Beth's parents die while Beth is in her early 20's.	b. ❑ Yes ❑ No
	c. Her parents lose their jobs; can't support Beth anymore.	c. ❑ Yes ❑ No

Lesson 3

Education: Can You Really Live Without It?

Goal: To assist students to realize that they may face serious problems in life if they lack a complete education.

Materials: Chalkboard; chalk; select additional needed items from the interventions you choose to use in Step 2 below.

1. ▲ Ask the students to respond to the following questions: *How were your decision-making skills five (or ten) years ago? What types of decisions did you make that you now know were bad choices?* **Assist** the students to share anecdotes about "dumb" decisions they made when younger. **Ask** the class members to determine if they would want to have to live forever with the results of major decisions they made five or more years ago? **Aid** the students to determine that they would often prefer not to have to live with the results of major decisions they made when much younger. **Assist** the class members to identify how they have changed substantially over the intervening years.

▲ Ask the students to consider if they are making decisions to drop out, act out or sleep through school, that they may look back on with regret or unhappiness, similar to earlier decisions they made when younger.

2. ▲ Ask the students to sample the results of choosing to drop out, act out, or sleep through school. **Select** from the list below, some of the prominent reasons your students believe that they will never need school, then choose appropriate interventions.

- *I can make more money as a drug dealer so I'll never need an education:*

-Ask the student to find "old" drug dealers. They're likely to be dead, incarcerated, "distressed".

-Say to the student: "You're probably right. Addicts never mind if your math skills aren't very good and you give them too little of their drugs."

-Say to the student: "You're probably right. Suppliers will be very understanding if due to your weak math skills, you give them too little money for the drugs you buy."

- *I won't need good math skills:*

-Using play or real money and simulated checks, conduct complex cash transactions, but seriously shortchange the student without him or her noticing until you point it out.

-Ask the student to fill in bank deposit and withdrawal forms, loan forms, tax forms, etc.

- *I won't even notice that I lack an education:*

-Ask the student to wear heavy coats and hats on a hot or warm day; compare that minute by minute discomfort to the experience the student may have without essential education skills.

-Ask the student to list out all the jobs or businesses they may ever wish to do; ask the student to cross out jobs that require a diploma/GED.

-Send students who are poor readers, to the grocery store with a list of items they may be unable to locate.

- *I'm going to be a gang member:*

-Ask the student to find "old" gang members. They're likely to be dead, incarcerated, "distressed".

-Note that gang members need excellent reading skills for the legal documents they'll encounter.

- *I can make more money as a prostitute:*

-Ask the student to find "old" prostitutes. They're likely to be dead, incarcerated, "distressed".

-Note that prostitutes need excellent reading skills for the many legal documents they encounter.

- *I'll just live on welfare:*

-Ask the student to secure and complete welfare forms from states that have complicated forms.

-Assist the student to research trends to eliminate and limit welfare.

- *I'll get by without reading skills.*

-Ask the student to read housing rental agreements, legal notices, purchase contracts, etc.

3. ▲ Assist the students to identify that their choices can be limited and life can be much harder without an education, regardless of the life path they select.

4. ▲ Review the major points of this lesson:

- **Dropping out, acting out, or sleeping through school can become a decision that you look back on with regret or unhappiness, similar to earlier decisions you made when younger.**
- **Your choices can be more limited and life can be much harder without a complete education, regardless of the life path you select.**

Lesson 4

Is the Tassel Worth the Hassle?

Goal: To assist students to view a diploma or GED as essential.

Materials: Chalkboard; chalk; pens; two copies for each student of "If You Don't Get the Tassel, Could This Future be a Hassle?" handout, (to prepare the copies, make one photocopy of the handout, then remove the first line of the title, "If You Don't Get the Tassel", and the scoring section from this photocopy. Make one copy of this altered quiz for each student; this is the "altered version" of the handout. Also prepare a complete copy of the "original version" of the handout for each student); paper.

1. ▲ **Ask** the students to comment on what they think of school. **Permit** students to assert that school is a hassle, then **ask** the class to discuss if school is worth the hassle? **Permit** any negative responses that are offered.

2. ▲ **Distribute** the pens and the *altered* copies of the handout to the class members; this version is titled "...Could This Future be a Hassle?" **Ask** the students to respond to each item on the handout by circling either "True" or "False." (The class members should select "False" for all/most items.) **Discuss** the completed forms with the class, **allowing** the students to make negative comments about the handout questions. After the students have finished venting their comments, **inform** the class that "some words somehow fell off the handout", and **distribute** the *original* version of the handout, "If You Don't Get the Tassel, Could This Future be a Hassle?" **Inform** the students that the handout was actually a quiz about whether they would like some of the potential concerns that dropouts can face. **Note** that the questions that were so negatively received by the class, may reflect what life could be like for a person who drops out, acts out, or sleeps through school. **Note** that these concerns are for example only, and will not always occur or be viewed as problems by all dropouts.

3. ▲ **Distribute** paper to each student. **Ask** the students to list out everything they may ever wish to do in their futures. (Students who claim to have no goals can be asked to make a list "as if they had goals", or, they can make a list for a "friend".) **Assist** the students to circle all the items that require an education or diploma/GED to do, then **ask** the class members: "Who wants to throw away their futures?— because that is what you may do if you drop out, act out or sleep through school". **Write** on the chalkboard and **discuss** with the class: *The (long term benefits of the) tassel may be worth the (short term) hassle.*

4. ▲ **Review the major points of this lesson:**

- **Some days, it can seem that getting that tassel is not worth the hassle.**
- **Although school can seem to be a hassle, living your life having to manage the potential concerns that dropouts can face, could be a much bigger, lifelong hassle.**
- **If you drop out, you may throw away your future— because you may need that education every day, every minute, to reach your dreams and goals.**
- **The long term benefits of the tassel may be worth the short term hassle.**

Adapted from an idea by Virgie Jacquess, Crockett H.S., Tigrett, TN

If You Don't Get the Tassel ...Could This Future be a Hassle?

1. I want to get one of the lowest paying jobs I can find.
   ❑ True ❑ False

2. I prefer being paid nothing too much higher than the minimum wage, and would enjoy having to work several jobs to support myself and my family.
   ❑ True ❑ False

3. My absolute dream job would be working in a fast food restaurant for the rest of my life.
   ❑ True ❑ False

4. I never want an annual paid vacation from my employer.
   ❑ True ❑ False

5. I am especially interested in the jobs that many people label as boring, repetitive, unchallenging or "low status."
   ❑ True ❑ False

6. I want to be ineligible to get many of the best paying jobs that exist.
   ❑ True ❑ False

7. I would never want to have health insurance and other benefits given to me by my employer.
   ❑ True ❑ False

8. I wouldn't mind if my boss could quickly and easily replace me anytime he or she wanted.
   ❑ True ❑ False

9. I would look forward to being the first fired and the last hired during tough economic times.
   ❑ True ❑ False

10. It wouldn't bother me if I couldn't understand the complicated forms required to start a business or apply for a job.
    ❑ True ❑ False

11. I wouldn't mind if I couldn't understand my company's paycheck or my business payroll, and sometimes I got underpaid or cheated.
    ❑ True ❑ False

12. I want little or no control over my work schedule and would be delighted to always work weekends, nights and even holidays-- all without any extra pay for overtime hours.
    ❑ True ❑ False

SCORING:

If you checked TRUE 8-12 times: maybe the tassel is worth the hassle.

If you checked TRUE 5-7 times: the tassel is definitely worth the hassle.

If you checked TRUE 0-4 times: don't leave home without the tassel-- no matter what the hassle.

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Lesson 5

Listen to the Ballad of Last Chance Lance

Goal: To assist students who have had on-going, serious problems in school, to accept responsibility for their actions instead of blaming others, and to view these problems in an objective way.

Materials: Chalkboard; chalk; pens; one copy for each student of "The Ballad of Last Chance Lance."

1. ▲ **Ask** the class to discuss who is responsible for the problems students can have in school with behavior, grades, punctuality, etc. **Permit** class members to assert that the blame should rest with principals, teachers and other authorities, not with the students.

2. ▲ **Distribute** the pens and the copies of "The Ballad of Last Chance Lance". **Assist** the students to fill in the blanks following each question. **Discuss** each question with the class, **aiding** the students to identify these responses to the questions: *Lance could have guessed that he might receive a serious consequence for his serious misbehavior; Lance chose the prank, the principal just did what he was paid to do; Lance is the one who determined the grades he received; Lance will be the one who is hurt if he quits school; 20 years later, Lance probably has forgotten all about the principal; without a diploma, Lance might have ended up in a far less lucrative job or career.*

3. ▲ **Ask** the students to discuss the following:

- Do you ever blame others, especially authority figures like teachers, principals and parents, for your bad behavior or bad grades?
- Do authorities usually just react to bad behavior and bad grades, or do they randomly give consequences even to students with great grades and great behavior?
- If Lance had quit school because of his hassles with the principal, how could this action had changed his life forever over a problem he'd soon forget?
- If you quit school because of hassles you encounter there, how could this choice change your life forever over problems you will probably soon forget?

▲ **Ask** the students to each re-read the handout and insert their own name for Lance's, and again answer the questions, this time out loud, one student at a time, with the help and input of the class. (The students should offer answers similar to their previous responses, but now in reference to themselves.)

4. ▲ **Review the major points of this lesson:**

- **Students are able to make good guesses about the consequences they may receive for serious behavior and grade problems.**
- **Authorities, such as principals and teachers, just give predictable reactions to your bad grades or bad behavior.**
- **Students decide their own grades by how hard they work; grades are not given on a random basis.**
- **If you quit school because of the hassle, you may change your whole life because of problems you'll soon forget.**

The Ballad of Last Chance Lance

Last Chance Lance was the principal's worst crank
When Lance hit Frank with a plank,
The principal suspended Lance from the ranks.
Lance sank into a trance at the consequence for hitting Frank
"I'd have skipped that prank if I'd known the consequence completely stank."

Could Lance have guessed that a consequence so rank would be the result of his prank on Frank?

_____

Who chose the prank that got all the rants— and who just did their job without any thanks?

_____

Soon, Lance rejoined the ranks.
But all his papers he left blank.
And, his homework he kept crumpled
in a pocket in his pants
Until his grades just completely sank.
"I'm so down and fed up", thought Lance,
"Just being here gives me cramps."

Who gets the "thanks" or "no thanks" for the low grades awarded Lance?

_____

This whole school is so rank,
And that principal should be sent away
to live in a camp with ants in France.
For all my problems, I have him to thank,
Because of him, I walked the plank.

If Lance walks away without a second glance, who will be hurt if leaves school for good and acts upon his rants?

_____

A diploma in the pocket of his pants
Lance, 20 years later, runs his own bank.
And owns a large house with lamps, but no ants.
And he makes so much money that he vacations in South France.

A diploma in his pocket helped Lance get a bank. 20 years later, would he even remember or not, that he once had a principal he thought really stank?

_____

What do you think would have happened to Lance, if he had wasted his one last chance?

_____

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Lesson 6

The Principal Problem is You

Goal: To assist students who blame their problems in school on the principal, to accept responsibility for their actions instead of blaming others.

Materials: Chalkboard, chalk.

1. ▲ Ask the class to discuss who is responsible for the problems students can have in school with behavior, grades, punctuality, etc. **Permit** class members to claim that blame should rest with principals and other authorities, not with the students.

2. ▲ Inform the students that they will have the opportunity to sample the job of principal. **Ask** the class members to list the types of student behavior and grade problems that principals manage. **Write** the students' responses in a column on the chalkboard then **ask** the class members to identify how their principal typically manages these problems. **Write** the responses on the chalkboard next to each problem, then **ask** the class members to identify how accurately students can guess that these types of consequence could occur. **Assist** the students to offer quantifiable answers such as "80% of the time." Students should indicate that pupils can usually/often guess the type of consequence their misbehavior will receive. **Write** this observation on the chalkboard: *students can usually/often guess the type of consequence their misbehavior will receive*, and **discuss** with the class.

3. ▲ Ask the students to discuss the following:

- Do principals place consequences randomly, or are consequences offered only in reaction to student-caused problems? *(Answer: Consequences are not randomly offered, but are given just in reaction to the problems that students present.)*
- Who decides to do the misbehavior that generates the consequence— the student or the principal? *(Answer: The student is the only one who can decide to hit or talk back; the principal can't work the muscles of that student's fist or mouth.)*
- If a person is cited and fined for speeding in their car, is it the police officer's fault? The judge's fault? Is it the principal's fault for doing his/her job and reacting as he or she is supposed to when you present problems? *(Answer: You are responsible for your behavior as a motorist or student; the police officer didn't drive your car and the principal didn't operate your mouth or fist.)*
- At school, who really chooses the problem behaviors and the consequences that follow? *(Answer: The student.)*

4. ▲ Review the major points of this lesson:

- **Students can usually, or often, guess the type of consequence their misbehavior will receive.**
- **Consequences are not randomly offered, but are given in reaction to the problems that students present.**
- **You are solely responsible for your bad behavior at school. You are the only one who can decide to hit or talk back; the principal can't work the muscles of your fist or mouth.**

Lesson 7

Will Your Principal Problem Become Boss Problems?

Goal: To assist students who blame their problems in school on the principal, to accept responsibility for their actions; and to recognize how these authority problems can become lifelong concerns.

Materials: Chalkboard, chalk.

1. ▲ **Inform** the students that they will have the opportunity to sample being the boss. **Ask** the class members to identify the type of businesses they would own, and then determine how they would manage the following employee problems: *Lateness, absenteeism, stealing, hitting, damaging property, poor work performance, insubordination, peer interaction problems, wastefulness, substance abuse, rule violations, and bad attitude.* **List** the students' responses in a column on the chalkboard then **discuss** who is to "blame" for the consequences: the employee or employer? **Assist** the students to determine that the employee is solely responsible for his/her own behavior and the consequences at work caused by that behavior.

2. ▲ **Ask** the class members to identify how their principal typically manages the employee problems listed on the board, when these problems are generated by students. **Write** the students' responses on the chalkboard next to each problem, then **ask** the class members to notice how principals often manage student problems similar to the way that bosses manage employee problems. **Remind** the class that it determined that it is the employee who is responsible for the problems and consequences that occur in the work place, then **ask** who is responsible for problem behaviors in school. **Assist** the class to determine that students, like employees, are responsible for the results and consequences that occur.

▲ **Discuss** with the class how coping with authority is an issue for both the job and school setting, and **assist** the students to realize that adults must be able to deal with authority figures. **Ask** class members to determine how a student who has authority problems in school will be able to "magically" or suddenly improve their skills with their boss in the work place. **Aid** the class to determine that no rapid transformation is likely to occur, that students with "principal problems" often become adults with "boss problems." **Ask** the students to list all the jobs they can get and keep—even though they have serious problems with authority— because they will NEVER have contact with the boss. **Assist** the class to determine that there are probably no such jobs.

3. ▲ **Observe** to the class that students sometimes use their problems with the principal as a reason to quit school, a short-term solution with long-term consequences, that could be an over-reaction. To determine if the short-term hassles of being a student will be soon forgotten, **ask** the class members to survey their parents, teachers and other adults to see if these adults can even name their high, middle and elementary school principals, remember what they looked like, and still describe any major concerns that involved each principal. **Ask** the students to share the results of this survey during the next class.

4. ▲ **Review the major points of this lesson:**

- **Principals often manage student problems similar to the way that bosses manage comparable employee problems.**
- **Employees are responsible for their behavior problems and the resulting consequences that occur in the work place; students are responsible for their behavior problems and the resulting consequences that occur in school.**
- **No rapid transformation is likely to occur in youth who have authority problems in school. Students with "principal problems" often become adults with "boss problems."**
- **There is probably no job you could find where you would never have any contact ever with your boss and thus avoid encountering the consequences of your problems with authority.**
- **Your problems with the principal can seem like a reason to quit school, but that can be a short-term solution with long-term consequences. Soon, you may not even be able to remember your principal's name and these short-term hassles will be forgotten.**

Lesson 8

It's All the Teachers Fault!

Goal: To assist students who blame their problems in school on teachers and principals, to accept responsibility for their actions.

Materials: Chalkboard, chalk, pens, one copy for each student of Part 1 of "Just Who is Responsible for These Results?", and one copy for each student of Part 2 of "Just Who is Responsible for These Results?"

1. ▲ **Distribute** the pens and Part 1 of "Just Who is Responsible for These Results?" to the class members. **Ask** the students to complete the form by determining who is responsible for creating the results pictured, and who just reacted as their job required. **Assist** the class members to determine that the person who performed the problem behavior is responsible for the results, and that the authority figures who provided consequences, were merely "doing their job". **Ask** the class to determine if the police officers, property managers, and bosses pictured in the handout, were "mean" people randomly sanctioning innocent victims, or, if instead, their actions were generated by the problem behaviors they encountered.

2. ▲ **Distribute** Part 2 of the handout to the students, and again ask the class members to determine who is responsible for the results, and who just reacted as their job required. **Assist** the class members to determine that the person who performed the problem behavior is responsible for the results, and that the teachers and principals, like the authority figures pictured in Part 1, were merely "doing their job". **Ask** the class to determine if the teachers and principals shown in Part 2, like the authorities in Part 1, randomly sanctioned innocent victims, or, if instead, their actions were generated by the problem behaviors encountered. **Assist** the students to determine that teachers and principals are just "doing their job", not creating the problems or randomly offering sanctions.

3. ▲ **Ask** the class members to determine if they will ever during their lives, have to interact with bosses, property managers, police officers and other authority figures. **Assist** the students to recognize that they will have to cope with authority figures as adults. **Ask** the students to determine where they will learn and practice satisfactorily interacting with authority if they do not learn and master these skills in school. **Assist** the class to determine that school is the only/primary place to learn and master coping with authority in order to be fully prepared as an adult.

4. ▲ **Review the major points of this lesson:**

- **The person who performs problem behaviors, is responsible for the results they receive. The police officer, boss, teacher or other authority figure who provides a consequence is merely "doing their job".**
- **Bosses, police officers, teachers and other authority figures are not usually "mean" people randomly sanctioning innocent victims. Their actions are usually generated by the problem behaviors they encounter.**
- **Even as adults, everyone has to cope with authority figures— from the IRS to police, bosses, landlords, the Department of Motor Vehicles and bank loan officers. School is the only— or primary place— where most people learn and practice satisfactorily authority interactions skills.**

Just Who is Responsible for These Results?

A police officer arrests you for assault.
Who is responsible?
❑ Police ❑ You
Who just responded as their job required?
❑ Police ❑ You

The power company cuts your power due to late payments.
Who is responsible?
❑ Company ❑ You
Who just responded as their job required?
❑ Company ❑ You

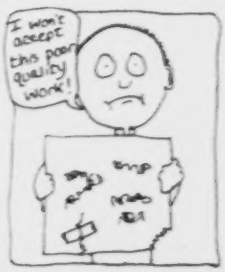
Your boss fires you because of your back talk.
Who is responsible?
❑ Boss ❑ You
Who just responded as their job required?
❑ Boss ❑ You

A landlady evicts you due to excessive damage.
Who is responsible?
❑ Landlady ❑ You
Who just responded as their job required?
❑ Landlady ❑ You

A police officer arrests you for illegal drug use.
Who is responsible?
❑ Police ❑ You
Who just responded as their job required?
❑ Police ❑ You

A boss disciplines you for being absent too much.
Who is responsible?
❑ Boss ❑ You
Who just responded as their job required?
❑ Boss ❑ You

A judge gives you jail time for stealing.
Who is responsible?
❑ Judge ❑ You
Who just responded as their job required?
❑ Judge ❑ You



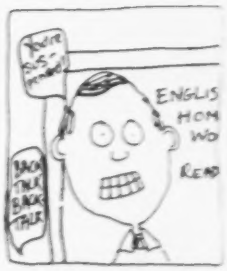
The IRS rejects your tax form as unreadable and fines you.
Who is responsible?
❑ IRS ❑ You
Who just responded as their job required?
❑ IRS ❑ You

A building manager evicts you due to rule violations.
Who is responsible?
❑ Manager ❑ You
Who just responded as their job required?
❑ Manager ❑ You

Just Who is Responsible for These Results?

A teacher suspends you for assault.
Who is responsible?
❑ Teacher ❑ You
Who just responded as their job required?
❑ Teacher ❑ You

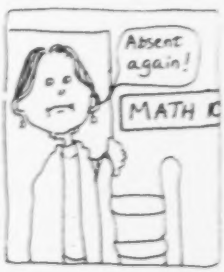
The coach cuts you from the team due to your lateness.
Who is responsible?
❑ Coach ❑ You
Who just responded as their job required?
❑ Coach ❑ You



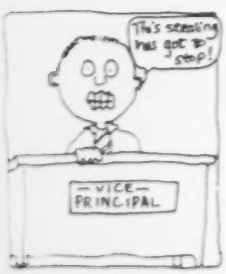
Your teacher suspends you because of your back talk.
Who is responsible?
❑ Teacher ❑ You
Who just responded as their job required?
❑ Teacher ❑ You

A teacher removes you from class due to excessive damage.
Who is responsible?
❑ Teacher ❑ You
Who just responded as their job required?
❑ Teacher ❑ You

A principal suspends you for illegal drug use.
Who is responsible?
❑ Principal ❑ You
Who just responded as their job required?
❑ Principal ❑ You



A teacher disciplines you for being absent too much.
Who is responsible?
❑ Teacher ❑ You
Who just responded as their job required?
❑ Teacher ❑ You



A vice-principal gives you detention for stealing.
Who is responsible?
❑ Vice-Principal ❑ You
Who just responded as their job required?
❑ Vice-Principal ❑ You

A teacher rejects your work as unreadable and consequences you.
Who is responsible?
❑ Teacher You
Who just responded as their job required?
❑ Teacher ❑ You

A coach bans you from the building due to rule violations.
Who is responsible?
❑ Coach ❑ You
Who just responded as their job required?
❑ Coach ❑ You

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Lesson 9

I'm Not the Problem at School!

Goal: To assist students who blame all of their problems in school on teachers, to accept responsibility for their actions.

Materials: Chalkboard, chalk, pens, two copies for each student of "Who is the Problem Here?"

1. ▲ **Distribute** a pen and one copy of the "Who is the Problem Here?" handout to each class member. **Note** to the participants that some class members may believe that teachers are solely or primarily responsible for students' school problems. **Ask** the students to consider if this is an accurate assumption by completing the handout, checking off "True" or "False" for each item as it applies to their teacher(s). **Inform** the students that they can each elect to complete the handout by focusing on one particular teacher that they have difficulty with, or they may focus on all their teachers, in general. **Caution** students to be fair and honest in making judgements, and **note** that the class will review and discuss each sheet. (Students should mark "False" on all/most items.) **Assist** the class to discuss the completed forms, focusing on one student's paper at a time. **Aid** the class members to fairly evaluate their teachers, revising unfair appraisals with the help of the class. **Assist** the class to conclude that teachers are usually not the sole/primary cause of students' problems in school.

2. ▲ **Identify** to the class that the results of their work on the "Who is the Problem Here?" handout indicate that teachers may not be the sole or primary cause of students' school problems. **Ask** the participants to determine who could be the cause by completing the survey again, with the students now focusing on their own behavior. **Distribute** a second copy of the handout to each participant. **Caution** the students to answer honestly and to be prepared to discuss their responses with the rest of the class. **Discuss** the completed forms **assisting** the class to revise forms that are not accurate. **Assist** the class to conclude that students who have school problems usually present behaviors that cause and/or worsen those problems.

3. ▲ **Ask** the class members who have school problems that they had blamed on teachers, to identify any jobs or businesses they could do and successfully blame any work difficulties on the authority figures. **Assist** the class to note that all jobs involve at least some contact with a boss, and even business owners must interact with authorities such as the IRS, licensing boards, highway patrol officers, regulating bodies, inspectors, and bank loan officers. **Assist** the students to recognize that there are no/few jobs or businesses where on-going serious problems with authorities can be successfully managed by blaming the authority. **Ask** the students to determine what will happen to employees who use with their bosses, behaviors similar to those listed on the handout. Also **ask** the class to identify what will happen to business owners who use the behaviors listed on the handout, with their bankers, customers, regulators, the IRS, and other authorities.

▲ **Assist** the students who have school problems, to acknowledge they may "have a little bit to do with the results they get in school." **Assist** these students (privately, or with the class, as appropriate), to review their second copy of the handout and identify which behaviors they are willing to modify to improve the results they get in school.

4. ▲ **Review the major points of this lesson:**

- **Most teachers don't whine about their work load, wander in late to class, or disrupt class discussions. Teachers are usually not the sole or primary cause of your school problems.**
- **If you are whining about your work load, wandering into class late, and disrupting class discussions, your school problems may largely stem from these behaviors.**
- **Just about all businesses and jobs include contact with authorities. There are no/few jobs or businesses where on-going problems with authorities can be successfully managed by blaming the authority.**
- **To get better results in school, you may wish to modify some of the behaviors that you do that create and maintain the problems in school.**

Who is the Problem Here?

One Dozen Definite Ways to Detect School Problems

1. Is frequently late to class. ❑ True ❑ False
2. Sometimes writes on desks or intentionally damages school property. ❑ True ❑ False
3. Often whines and complains about doing work s/he doesn't like. ❑ True ❑ False
4. Wears clothes that are torn up, very revealing, or totally inappropriate for school. ❑ True ❑ False
5. Makes a lot of excuses so s/he can leave class early, or miss class time. ❑ True ❑ False
6. Disrupts the class with frequent interruptions, or offers inappropriate input and comments that are off the subject. ❑ True ❑ False
7. Misses a lot of classes, especially on Mondays and Fridays. ❑ True ❑ False
8. Regularly forgets to bring basic school supplies like books, pencils and paper. ❑ True ❑ False
9. Often misses deadlines for work completion. ❑ True ❑ False
10. Sometimes acts silly, nasty, distracted, indifferent or bored during class discussions. ❑ True ❑ False
11. Sometimes intentionally breaks important school rules and policies. ❑ True ❑ False
12. Sometimes doesn't know exactly what the class is studying; may miss or be unprepared for discussions, quizzes and tests ❑ True ❑ False

SCORING:

If "True" is checked 0-2 times, this person IS NOT THE PROBLEM HERE.

If "True" is checked 3-5 times, this person IS AT LEAST PART OF THE PROBLEM HERE.

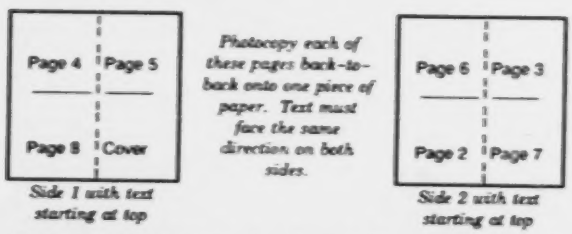
If "True" is checked 6-12 times, this person IS THE PROBLEM HERE.

Lesson 10

Even You Can Get Along with Teachers

Goal: To assist students who have difficulty successfully interacting with teachers, to acquire the skills to interact more successfully.

Materials: Chalkboard, chalk, one copy for each student of "A Student's Guide to the Care and Heeding of Teachers", assembled into booklet form. (To assemble a booklet for each student, you need to make just one double-sided sheet per student using the two pages that follow this lesson. Be sure to make back-to-back copies using two sides of each page so that each booklet will be made from just a single, two-sided sheet of paper. When making the back-to-back sheets, the text should begin at the top of both sides as shown in the diagram below.



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Next, cut the page horizontally as indicated in the diagram below. Do not cut vertically. Place the set of pages in order, forming a book with pages 1 through 8, and a fold at the left side as shown below. You may wish to add one or two staples on the fold.)

1. ▲ **Distribute** the copies of "A Student's Guide to the Care and Heeding of Teachers." **Assist** the students to read aloud and discuss one page at a time.

2. ▲ **Ask** the students to identify any problems they might have interacting with teachers in a reasonable manner, as detailed in the guide. **Discuss** with the students how the techniques from the guide would work with adults' authority figures, such as the IRS, police, bosses, business customers and apartment managers. **Aid** the students to recognize that the guidelines identified in the booklet mirror the ways they will have to interact with authorities when adults, in order to be successful.

3. ▲ **Ask** the students who have problems successfully interacting with teachers, to work with the rest of the class to identify these problems and develop specific plans to successfully address these concerns. **Assist** the class to recognize that learning to successfully manage teacher problems is vital preparation to later successfully managing adult authority problems.

4. ▲ **Review the major points of this lesson:**

- **Teachers must be treated in a business-like, non-abusive manner if they are to be able to best help you prepare for your future. Teachers have much to offer you, should you choose to accept it.**
- **Learning to successfully interact with teachers who you find difficult, gives you essential preparation for successfully managing the authorities you will later encounter as an adult.**
- **The best way to manage problems with authorities is to identify the problem then work it out.**

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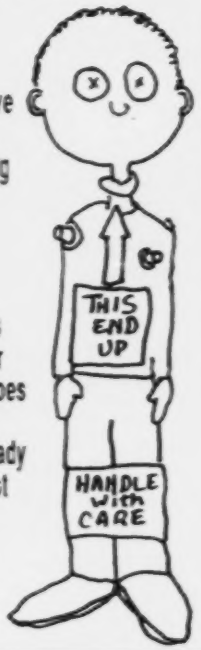
Care of Your Teacher: Exterior Components

Your teacher could be damaged if jostled. Your teacher won't work properly if treated in a rough or abusive manner. Your teacher could lose the ability to smile, offer a friendly greeting or show enthusiasm. It is never necessary to shake or push your teacher.

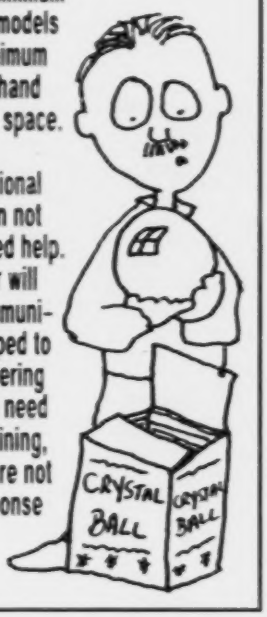


Your teacher is designed with features similar to an elevator. Aggressively or repeatedly pushing elevator buttons does not cause the elevator to arrive more quickly. Like elevators, teachers already operate at maximum speed and can not respond to you any faster— no matter how long or hard you push their buttons.

-4-

Communicating with Your Teacher

Your teacher is equipped with a minimum of two ears and two eyes. Some models require glasses, but still meet minimum standards, and can spot a raised hand from across one classroom-sized space.



Your teacher does not include optional mind-reading capabilities, and can not magically determine when you need help. To respond properly, your teacher will need written, verbal or visual communication. Your teacher is not equipped to recognize that pencil tapping, sneering or fleeing the room mean that you need help. General griping and complaining, being absent, or refusing to talk are not enough to trigger the helping response included with every teacher.

-5-

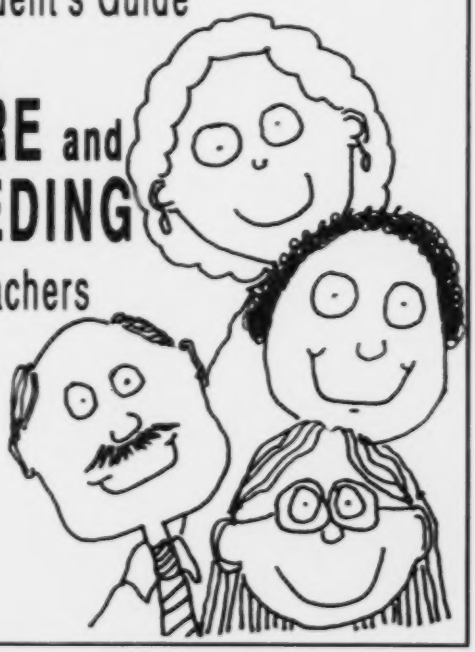
When to Heed Your Teacher

Heed your teacher daily. Failure to heed creates problems for both you and your teacher. You do not have to like heeding teachers, but it prepares you to work with authorities such as bosses, the IRS, customers and building managers. To heed your teacher, you need just one word: 'yes.'

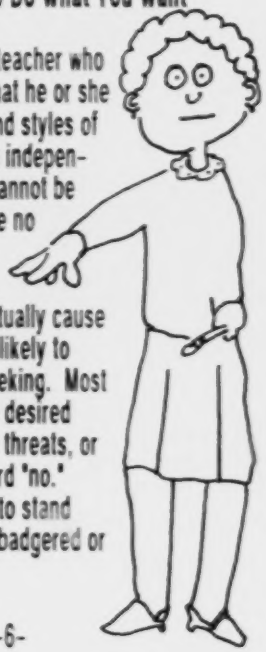
Heeding your teacher can offer benefits you never imagined. Teachers are created to be 'on your side'. If you permit it, your teacher can help shape your life for the better with words of wisdom, bits of insight, and glimpses into your best possible future. Teachers don't just show you the stars. If you let them, teachers help you reach the stars.

-8-

A Student's Guide to the **CARE** and **HEEDING** of Teachers



How to Get Your Teacher to Do What You Want

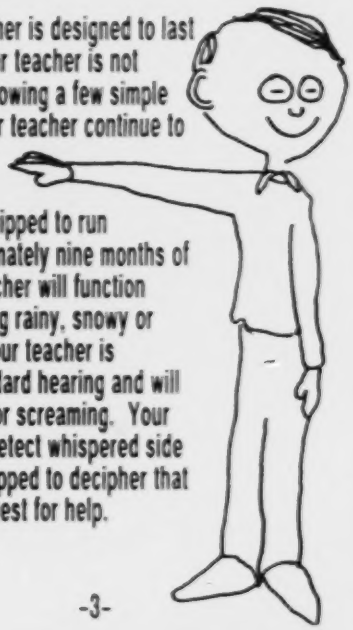


Understandably, you want a teacher who will do what you want, not what he or she wants. However, all types and styles of teachers come equipped with independent, internal controls, and cannot be remotely operated. There are no student-controllable parts.

Some student actions can actually cause your teacher to become less likely to offer the outcome you are seeking. Most teachers will not produce the desired behavior even if subjected to threats, or endless repetitions of the word "no." Your teacher is programmed to stand firm when yelled at, nagged, badgered or threatened.

-6-

Care of Your Teacher: Audio Components



Although your teacher is designed to last all school year, your teacher is not indestructible. Following a few simple steps, will help your teacher continue to best help you.

Your teacher is equipped to run weekdays, approximately nine months of the year. Your teacher will function properly even during rainy, snowy or cold conditions. Your teacher is equipped with standard hearing and will not require yelling or screaming. Your teacher is able to detect whispered side talk, but is not equipped to decipher that your grunt is a request for help.

-3-

Congratulations on receiving a teacher!

Your teacher is designed for years of instruction, grading, testing and fire drills. As standard equipment, your teacher is immediately ready to offer you the tools and skills you will need throughout your lifetime. Most teachers are equipped to offer, as an added option, the inspiration, encouragement and understanding you may need now, and will remember for years to come.

Although we have designed your teacher to be durable and resilient under normal conditions, following a few basic guidelines will help your teacher keep working for you all school year long.

-2-

What to Do When Your Teacher Doesn't Work Right

Each teacher is designed to be perfect--to effectively provide you with the best, most important information that you will need for a lifetime. However, despite careful preparation, government licensure, and years of training, not every teacher will perform to your liking or expectations.

The best way to fix problems with the operation of your teacher, is to tell your teacher about it. All teachers want to do a good job, but are not able to change or fix concerns until alerted by you. Counselors, principals or parents can also help. Most teachers are designed to graciously accept feedback that is offered kindly.

-7-

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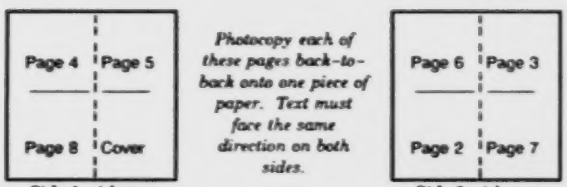
Lesson 11

How to Get What You Want From Teachers

Goal: To assist students who have difficulty successfully interacting with teachers, to acquire the skills to interact more successfully.

Materials: Chalkboard; chalk; pens, crayons, markers or other art supplies; one copy for each student of "A Teacher's Guide to the Care and Heeding of Students", assembled into booklet form. (To assemble a booklet for each student, you need to make just one double-sided sheet per student using the two pages that follow this lesson. Be sure to make back-to-back copies using two sides of each page so that each booklet will be made from just a single, two-sided sheet of paper. When making the back-to-back sheets, the text should begin at the top of both sides, as shown in the diagram below.



Side 1 with text starting at top

Side 2 with text starting at top

Next, cut the page horizontally as indicated in the diagram below. Do not cut vertically. Place the set of pages in order, forming a book with pages 1 through 8, and a fold at the left side as shown below. You may wish to add one or two staples on the fold.)

1. ▲ **Distribute** the pens and art supplies to the students, along with the copies of "A Teacher's Guide to the Care and Heeding of Students." **Assist** the students to read aloud and discuss one page at a time. After reading and discussing a page together, **ask** the class members to individually finish the sentence on that page of their booklet, using writing or drawing, or both. **Discuss** each student's response to each page.

2. ▲ **Ask** the students to discuss how they could relay concerns they have about teachers in a reasonable manner. **Discuss** with the students how acquiring these skills now will assist them as adults to best manage future problems with authority figures, such as the IRS, police, bosses, business customers and apartment managers.

3. ▲ **Ask** the class to identify methods that "never" work to alert teachers to students' concerns. **List** the students' responses on the board, **eliciting** answers such as "refuse to talk", "skip school" and "sulk". **Assist** the class to determine whether they wish to use methods that "never" work, or ones that might get them what they want.

4. ▲ **Review the major points of this lesson:**

- **Students often have preferences about how they are treated by teachers. Those concerns are valuable and should be communicated to teachers in a business-like manner.**
- **Acquiring skills to manage your concerns with teachers, will prepare you to best manage the problems with authorities that you will encounter as an adult.**
- **When deciding how to manage the concerns you have with teachers, select methods like talking, that can get you what you want. Avoid methods that never or seldom work, like sulking, glaring or muttering under your breath.**

Care of Your Student: Exterior Components

Your student's exterior is designed for years of lasting use, and can withstand rain, snow and sun and still function. Although your student's exterior may appear to be either tough or fragile, or somewhere in between, sometimes the outside is very different from what is really inside.

Even a slight jostle, rough comment or terse remark can bruise some students, even ones that look tough outside. Some students wish that teachers would...

-4-

Communicating with Your Student

Most students are equipped with a minimum of two ears and two eyes. Some students' ears and eyes can become inoperable when exposed to directions and homework assignments. The ears can also malfunction by prematurely detecting the bell at the end of the school day several seconds before the bell has actually rung.

Students sometimes find it hard or scary to communicate with teachers. Some students wish that...

-5-

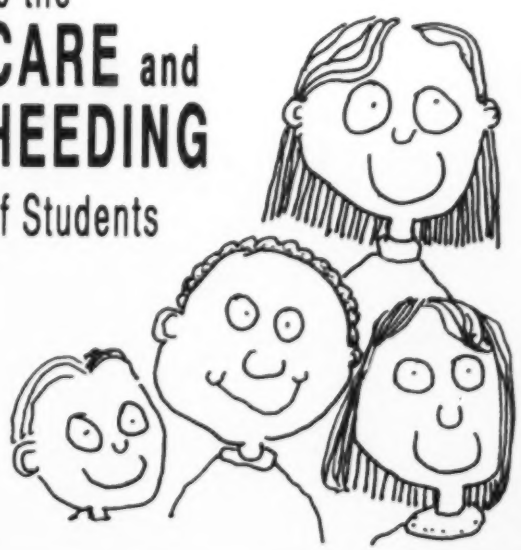
When to Heed Your Student

Students want teachers to heed them every day. Sometimes students feel that some teachers do not always hear or heed what students say.

Some students wish that teachers would...

-8-

A Teacher's Guide to the **CARE** and **HEEDING** of Students



How to Get Your Student to Do What You Want

Understandably, you want a student who will do what you want. However, readily compliant students are sometimes in short supply. Your student comes with the latest, most advanced, independent, internal controls and is able to comply rapidly with most teacher instructions. Some models may not reliably respond to teacher instructions, and may require individual attention prior to properly functioning.

There are many ways to assist students to comply with instructions. Students sometimes wish that...

-6-

Care of Your Student: Audio Components

Nearly every student comes equipped with at least two ears. These devices allow the student to detect whispers from across the classroom, but are not always designed to reliably accept teacher directions and feedback. Hearing can not be remotely operated, and there are no teacher-adjustable parts.

Students sometimes get confused, bored, left behind, or hurt when teachers talk. Some students wish that teachers would...

-3-

Congratulations on receiving a student!

Your student is designed for years of instruction, grading, testing and fire drills. As standard equipment, your student is immediately ready to offer you many challenges and much potential joy.

Although we have designed your student to be a skilled, interested learner, many students also have special concerns or challenges, whether it is difficulty learning, problems paying attention, or big troubles at home. Because each student is unique, and may want to be taught a bit differently, some students wish that teachers would...

-2-

What to Do When Your Student Doesn't Work Right

Each student is guaranteed to arrive fully equipped with the components necessary for immediate learning. Sometimes students find school difficult, are distracted by family troubles or have problems learning. It can seem like the student doesn't work right.

Most students can have problems at school at one time or another. That is normal and expectable for "A" students and everybody else. Students sometimes wish they could say how they want to be helped when they are having problems. Some students would say that...

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Lesson 12

Who's Fooling Who About Your Problems at School?

Goal: To assist students who manipulate adults about the results they achieve in school, to identify the problems with this behavior.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the class members to discuss if students ever mislead parents or teachers about the results they are achieving in school. **Assist** the class members to acknowledge that students do sometimes mislead adults about the results they achieve in school.

2. ▲ **Read** aloud and **discuss**, one scenario at a time from the list below, **focusing** on whether these comments could mislead the adult:

- *"I know it says that I'm getting a 58% in English class but Mr. Flanagan said that if I drop the lowest score, which I can, that would make my grade come up to a 95%, but he just didn't write that on here."*
- *"They never give progress reports to the kids getting A's so it must mean that I'm getting all A's in the classes that I had F's in before, I guess."*
- *"Just about everybody is flunking that class! It doesn't mean anything!"*
- *"They don't let us take our homework home. We have to do it right away."*
- *I can't bring my books home! They would give me detention and problem report slips and worse if I forgot them for class the next day so I can't risk taking them home to study!"*
- *"Yes, I know that it's school policy that students must have homework every night but I really don't have any homework again tonight."*
- *"When Mrs. Febbles says to write a whole page, she really means most of, or part of a page. She doesn't really expect us to write a whole page."*
- *"Don't worry about the F on this! Mr. Jamrog lets us use points to raise up our grades, provided our contract is semi-complete, and we are able to re-use unused points, then apply them to our contract, then submit the right papers at the right time, or rewrite for more points, or get bonus points, or invert our score, or something like that, so see, it's simple, there's nothing to worry about!"*
- *"I just do all my studying on the bus, or sometimes while walking to class, or during P.E. so there's nothing for me to do except watch TV. It's really all taken care of."*
- *"The teachers don't mind if they can't read some of the stuff, or if there's a few mistakes and holes in the paper. Honest, all the kids do their homework like this!"*
- *"Don't make me turn it off! I can't study without loud rock music! Singing to the music doesn't have anything to do with the eleven mistakes you found in the first paragraph of my paper! You are so unfair!"*
- *"Getting detention is nothing! Skipping school is nothing! Everybody does it."*

3. ▲ **Ask** the class to determine who really "loses" when kids mislead teachers and parents about school concerns. **Focus** the discussion by asking the following questions:

- *Who risks not graduating? (Answer: The student.)*
- *Who risks not learning essential information needed for adulthood? (Answer: The student.)*
- *Who risks having to repeat a grade or class? (Answer: The student.)*
- *Who risks being unable to get the job, career or college opportunity they want? (Answer: The student.)*
- *Who risks getting into deeper trouble? (Answer: The student.)*

▲ **Assist** the class members to determine that: *Fooling adults about school problems may fool the adults, but really fools you.* **Write** this statement on the chalkboard and **discuss. Ask** the students to identify the words and sentences they use to mislead adults about the results they get in school. **Encourage** the students to avoid using these words and sentences, and to acknowledge and fix school problems.

4. ▲ **Review the major points of this lesson:**

- **Students sometimes mislead adults about having problems in school.**
- **Fooling adults about school problems may fool the adults, but really fools you.**
- **You are the one who must live through the consequences of school problems if the adults are misled and consequently unable to effectively help you fix serious concerns.**

Lesson 13

Ready or Not, Here Life Comes

Goal: To assist students who believe that they can avoid needing an education, to reconsider that assumption.

Materials: Chalkboard; chalk; pens; small, blank slips of paper (allow 5 or 6 slips per student); a hat or other container to hold the slips of paper; over a million dollars in play money.

1. ▲ **Ask** the class members to discuss if they will need a complete education. **Permit** students to assert that they can avoid needing an education via certain life paths, such as "my family will take care of me" or "I'll just deal drugs."

▲ **Ask** each class member to identify the one job or business he or she would really like to do, then **inquire** if that job or business could "save" the student from ever needing an education. (Do not challenge assertions that a certain job or business could reduce the need for education.)

2. ▲ **Distribute** the pens and the slips of paper to the students. **Ask** the students to write a job or business choice on each slip of paper, and to include both desired and hated choices. **Direct** the students to place their completed slips in the hat. Working with one student at a time, **ask** a class member to re-state their preferred job or business choice, and if that choice could reduce the need for an education, then **ask** the student to draw a slip from the hat. **Inform** the student that sometimes "fate strikes" and in this instance, the student has ended up in a different job or business from what they wanted. **Ask** the student to determine if this job or business is more likely to require educational readiness than their preferred choice. **Assist** the students to determine that although they plan to pursue job or business opportunities that they hope will minimize their need for an education, life is unpredictable and they could end up with different jobs or businesses than their first choice. **Repeat** the process until each participant has drawn 5-6 slips and sampled many unexpected job choices. If a student initially does draw a preferred job or business choice, **ask** the student to draw again, **noting** that life and careers can be unpredictable.

3. ▲ **Ask** the class to further discuss if they will really never need an education— even at times when "they least expect it." Utilizing the entire class's help, **focus** one at a time on just the students who still assert that they can avoid needing education skills. **Inform** one of these students that you would like to give them one million dollars. **Ask** the student to show you, using the play money, what that amount looks like, as well as how much would be left after taxes. When students struggle, **ask** them if they wish they had the education skills they need right now. If students say they will hire an accountant, friend or lawyer to manage this task for them, **say** "Fine, here's a million dollars" and **offer** an obviously smaller amount and **pocket** the balance of the million dollars. **Assist** all the class members to determine that: *When you least expect it, you may need an education because ready or not, here life comes.*

4. ▲ **Review the major points of this lesson:**

- **Although you may plan to pursue job or business opportunities that you hope will minimize your need for an education, life is unpredictable and you could end up with different jobs or businesses than what you wanted.**
- **When you least expect it, you may need an education because ready or not, here life comes.**

Lesson 14

Do You Have Time for Your Future?

Goal: To assist students who believe that they have no time for school, to reconsider that assumption.

Materials: Chalkboard, chalk, paper, pens.

1. ▲ **Ask** the class members to discuss if they ever feel that they lack the time they need to succeed in school. **Assist** students to indicate that it can seem difficult to find time to attend school, or to complete homework and study.

▲ **Inform** the class that concerns about "having enough time" are common, and **ask** the students to join you in a time management study. **Explain** that in time management studies, people track how they really spend their time by logging their activities onto paper. **Distribute** the paper and pens to the class members, and **using** the chalkboard, **assist** the class to develop a format for logging how they spend their time. The chart below provides a sample format:

Day/Time	What were you doing?
Jan. 23, Weds. 6:30 AM	Sleeping
Jan. 23, Weds. 7:00 AM	Eating Breakfast
Jan. 23, Weds. 7:30 AM	Watching TV

Ask the students to complete the log over a time period set by the class. (A couple days or a week-long time period is recommended; students can be paired up and asked to track their partners, if desired.) **Remind** the students to bring their completed logs to the first class after the surveys will be finished; **complete** this lesson at that time.

2. ▲ **Ask** the class to share and discuss their completed time surveys, one student at a time. **Assist** the students to become involved and open to feedback on their wasted time, by first considering the instructor's time survey— which should contain clear instances of wasted time. For example, one teacher created tremendous involvement and openness from her class by revealing she had wasted much time waiting for coffee to perk. **Discuss** the instructor's survey; with the help of the class, **tally** the wasted time. **Discuss** each student's survey, **tallying** wasted time. **Assist** the class to note that all/most class members, including the instructor, had significant amounts of wasted time.

3. ▲ **Ask** the students to list out all the jobs, businesses, hobbies, activities and events they may wish to do during their lives. **List** these items in a column on the chalkboard. **Ask** the class to identify which of these activities require the use of skills acquired in school. **Circle** the items on the board that may require education skills. All/most items should be circled. **Assist** the class to realize that even common activities like driving, require reading skills to pass the license test, and, everyday activities like spending money require math skills to count change. **Ask** each student, one at a time, to recap how much time they waste each day according to their survey, then **ask** the student:

- *Do you have time for your future?*
- *Could it be worth it to you to invest your wasted time in school so you could successfully do all the activities, jobs, businesses and events you may want to do throughout your life?*

4. ▲ **Review the major points of this lesson:**

- **It can seem difficult to find time to attend school, or to complete homework and study.**
- **Even though you may feel like you have "no time", many people find that when they conduct a time study, they waste significant amounts of time.**
- **Most jobs and businesses, and many activities and events require education skills. You can put your wasted time to use by coming to school and studying. It is important to make time for your future.**

Adapted from an intervention from Sandy Cornish, COPE Program, Burlington, Iowa

Lesson 15

Seize the Time Before Time Seizes You

Goal: To assist students who believe that they have no time for school, to reconsider that assumption.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the class members to discuss if they ever feel that they lack the time they need to succeed in school. **Assist** students to indicate that it can seem difficult to find time to attend school, or to complete homework and study.

▲ **Ask** the class to investigate the possible consequences of not finding the time now to succeed in school. **Aid** the students to identify common concerns that may face drop-outs and people who lack a complete education. **Elicit** answers such as "they may have to work two jobs just to survive", "they may need more time to read directions on household items", and "they may not be able to read road signs or maps very well and take longer to get places". **Write** the students' responses in a column on the chalkboard, then **ask** the class members to circle all the items listed that could waste the time of a drop-out or person who has an incomplete education. **Assist** the students to circle all/most items, and to determine that saving time on school can cost you time later on a daily, minute-to-minute basis.

2. ▲ **Ask** the class to list activities that drop-outs and people who skip school may do instead of come to school or study. **Write** these answers on the board, and **elicit** responses like "watch TV" and "just hang out." **Ask** the students to circle all of these activities which are more important than school. Most items should not be circled; **aid** the students to determine that school may be the most important way to spend time.

3. ▲ **Ask** the students to determine the benefits of investing their time in school vs. the "alternative" activities listed on the board. **Assist** the class to rate the long-term benefits of the alternative activities vs. school by assigning letter grades. **Write** the selected grades on the board next to the appropriate items, and **include** school as a listed item, then **add** in the grade selected for it by the class. **Assist** the class to figure out the average grade for the alternative activities, and to compare it to the grade they selected for school. **Aid** the students to recognize that school will provide lasting benefits for the time invested while the other activities may not.

4. ▲ **Review the major points of this lesson:**

- **It can seem difficult to find time to attend school, or to complete homework and study.**
- **Saving time on school can cost you time later on a daily, minute-to-minute basis.**
- **Although it may be more fun to watch TV, play video games or just hang out, school may be the most important way to spend your time.**
- **School provides lasting benefits for the time invested, while the other activities, such as watching TV, playing games and hanging out, may not.**

Lesson 16

Experienced TV Viewers Needed for High Paying Jobs

Goal: To assist students who prefer to engage in leisure activities instead of school, to reconsider their allocation of time and energy.

Materials: Chalkboard, chalk, paper, pens, one copy for each student of the newspaper employment classified ads.

1. ▲ **Ask** the class members to discuss which they prefer: leisure activities or school. **Permit** the students to indicate their strong preference for leisure activities.

2. ▲ **Ask** the class to list their favorite leisure activities that sometimes can tempt them to forgo attending school or studying as much as needed. **Write** these answers in a column on the chalkboard. **Elicit** answers like "watch TV" and "just hang out." **Ask** the students to review the completed list and to **name** all the jobs and businesses that these activities prepare people for. **Assist** the students to determine that most of these activities offer little/no job or business preparation.

3. ▲ **Distribute** the pens, paper and employment ads to the students and ask the class members to make two sets of ads. The first ad should humorously recruit people whose preparation is limited to leisure activities. For example: "Hospital Needs Doctor Immediately. High Salary. Five years experience watching TV hospital dramas required." The second ad should reflect reality. For example: "Manager Wanted for Office. Great Salary and Benefits. Must be a High School Grad to Apply. Must have good writing and math skills." Students may refer to the classified ads for ideas. **Discuss** the completed ads with the class, **aiding** the students to discover that most leisure activities do not prepare you for the future as well as school can.

4. ▲ **Review the major points of this lesson:**

- **Many students prefer leisure activities to going to school or studying.**
- **Most of the leisure activities that you may choose to do instead of coming to school or studying, offer little/no job or business preparation.**
- **Most leisure activities do not prepare you for the future as well as school can.**

Lesson 17

You Can Reach the Finish Line

Goal: To assist students who want to "give up", to continue to work in school.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the class members to discuss if they ever feel so discouraged by school that they have considered quitting.

2. ▲ **Ask** the students to identify comments they may make, or thoughts they may have when discouraged. **Elicit** answers such as "I'll never be able to learn long division," or "I could never stop hitting". **List** the students responses' on the chalkboard and **discuss**. **Assist** the students to recognize that their statements and feelings are understandable and not unusual.

3. ▲ **Ask** the class to discuss the following quote taken from Dr. George Sheehan, who began running marathons about the time he was nearing he age of becoming a senior citizen; he continued to run despite having an ultimately fatal form of cancer: *There is nothing more certain than the defeat of a man who gives up. Or, I might add, the victory of one who will not.* **Ask** the students to revisit their comments on the board in light of this statement. **Ask** the students to identify how they could work towards finishing their race (in school) rather than ensuring their defeat and never crossing the finish line.

▲ **Read** to the class, and **ask** them to consider, this additional quote from Dr. Sheehan: *Success rests in having the courage, the endurance and above all, the will to become the person you were meant to be.*

4. ▲ **Review the major points of this lesson:**

- **Saying "I could never learn math," or feeling that you will never succeed in school, is a normal, and not an unusual way to feel.**
- **From time to time, most people feel discouraged and want to quit.**
- **If you quit school, your defeat is certain. If you will not quit, perhaps your victory is certain.**

Lesson 18

How to Reach Your Dreams

Goal: To assist students who want to "give up", to continue to work in school.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the class members to discuss if they ever feel so discouraged by school that they have considered giving up. **Identify** to the students that this is a normal way to feel from time to time, but it can be a serious concern if the feeling tends to linger.

▲ **Ask** the students to list some of the words and phrases they use when discouraged. **Elicit** answers like "I quit!" or "It's too hard!" **List** these responses in a column on the chalkboard and **retain** the list for use in Step 2.

2. ▲ **Ask** the students to identify heros and people who have made a big difference to the students or to others. These people can be from history, the community, the family or popular culture. **Write** the students' responses in a column on the board, then **ask** the class members to review the list and identify how lives would have been changed if the person had quit and given up. **Conduct** this review by linking each hero with a phrase from the students' list of responses they sometimes use when discouraged. For example, how might people's lives have been different if Dr. Martin Luther King had given up in his struggle for equality— because "it's too hard"? **Assist** the students to recognize that they too may have important contributions to make, and that quitting will not help them make these vital contributions that can change the lives of others.

3. ▲ **Ask** the class to discuss the following quote: *Martin Luther King died working to reach his dream. What work are you willing to do to reach your dream?* **Assist** students to name their dreams and specific steps they could take towards that dream rather than towards quitting.

4. ▲ **Review the major points of this lesson:**

- **It is normal to feel discouraged from time to time, but it can be a serious concern if the feeling tends to linger.**
- **If our heros had given up when faced with adversity, our world could be a pretty unpleasant place right now. You have contributions to make— contributions that you can not make by quitting.**
- **Martin Luther King died working to reach his dream. What work are you willing to do to reach your dreams?**

Every Graduate is a Winner: Get $330,000 with Each Diploma!

Goal: To assist students who are considering dropping out, to continue to come to school.

Materials: Chalkboard; chalk; $330,000 in play money; one copy for each student of the newspaper classified ads section; pens; several "play" checkbooks with checks and registers; items found in a mailbox (bank statements, IRS tax forms, contest prize announcements and offers, rental agreements, loan applications, bills, credit card statements, etc.)

1. ▲ **Ask** the class members to discuss if they ever feel so discouraged about school that they have considered quitting and not coming back. **Identify** to the students that this is a normal way to feel from time to time, but is a serious concern if the feeling persists over time. **Inform** the students that they will be taking a look at the consequences of staying in school versus leaving so they can make more informed decisions.

▲ **Display** the $330,000 in play money to the students, and **ask** the class members if they would stay in school if they could get $330,000 for doing so. **Elicit** affirmative responses then **inform** the students that based on their expected life span, the typical high school graduate earns $330,000 more during their life than a high school drop-out. **Assist** the class members to calculate how much money the $330,000 breaks down to per year, per month, per week, per hour and per minute remaining until the students finish school.

2. ▲ **Ask** the students to further sample the ramifications of leaving school by reviewing the classified ads. **Assist** the students to compare the salary, benefits and likely tenure of the jobs that require a diploma or graduate equivalency degree (GED) versus jobs that do not require these credentials. **Assist** students to use the play money to illustrate wage differences. **Assist** the students to determine that the diploma/GED jobs generally pay better, and have superior benefits and tenure. **Distribute** the classified ads to the class. **Ask** the class to consider the automobile, housing and household item classified ads, and to determine how much money a graduate vs. drop-out will likely have to make purchases of cars, housing and other goods. Using the play money as a visual aid, **assist** the students to recognize that the graduate will likely have considerably more income to spend.

3. ▲ **Distribute** the pens, mail, checkbooks and check registers to the class members and **ask** them to identify how to manage each item. For example, one student must reconcile the checking account statement with the checkbook, and another student must read, explain and write a check to pay the credit card bill. **Assist** the students to determine that they may be best able to perform these tasks after completing their education, and that without a complete education, everyday tasks can seem difficult or even impossible.

▲ **Ask** the students to reconsider if they want to face the possible real-life consequences of dropping out, which could be similar to the challenges they experienced in this class: $330,000 less income throughout their life; fewer jobs to choose from; less income to spend on cars, housing and other purchases; and difficulty completing everyday adult tasks.

4. ▲ **Review the major points of this lesson:**

- **It is normal to feel discouraged or hopeless about school from time to time, but this can be a serious concern if the feeling persists to the point where you are considering dropping out.**
- **The typical high school graduate often earns $330,000 more during their lifetime than a typical high school drop-out. How much money is that per year, per month, per week, per hour, per minute of the time you still have left in school?**
- **The high school graduate will likely have considerably more income to spend than the high school drop-out. The grad will likely be able to afford better cars, housing and household items.**
- **Without a complete education, everyday tasks like managing your mail or understanding your checkbook, can seem difficult or even impossible.**

Lesson 20

There Must Be 10,000 Reasons to Stay in School

Goal: To assist students who are at risk of impending expulsion, suspension, or other serious consequence, to consider moderating their behavior enough to remain in school.

Materials: Chalkboard, chalk, pens, paper, art supplies (such as glitter, glue, marker pens, etc.), one or more large sheets of poster board.

1. ▲ **Ask** the class members to discuss if they have ever been close to being removed from school. **Permit** the students to vent about their current or past circumstances that have led to disciplinary action. **Acknowledge** to the students that staying in school can be difficult and seem like much hassle, but that each student is an important part of the school despite the problems.

▲ **Ask** the students who have disciplinary problems, to identify the "Top Ten Things I Want Most in Life", and to write or draw these items on paper. (Students who do not have serious disciplinary problems can be paired with class members who do have these problems, or alternatively, all students can complete this task.) **Assist** the students one at a time, to share some of the items from their lists. After each student shares some items, **assist** the class members to determine which items are more readily obtained and retained by someone who has a diploma/GED and a complete education. **Assist** the students to determine that many/most of the things they really want in life are more readily obtained and retained by people who finish school. **Note** that none of the students' "Top Ten Things I Want Most in Life" Lists included "problems with school".

2. ▲ **Ask** the students to identify the actions they are willing to take to get their "Top Ten Things They Want Most in Life". **Ask** the students if they are willing to adjust their conduct and/or find solutions to their problems in school. **Working** one at a time with the students who have severe disciplinary problems, **assist** the class to help that student to develop a specific plan. **Ask** the students to write down their plans; plans should include concrete actions they can take, and time lines. Plans should be action-oriented such as "request to be put in a different science class" or "leave contraband items at home". As necessary, **remind** students to consider which they want more: to continue the "fight" at school or to get what they say they want in life.

3. ▲ **Inform** the students that each of them is an important part of the school, so important that a back-up plan should be devised to ensure that every student can stay in school. **Assist** the class to devise a back-up plan for each student who is facing severe disciplinary problems. Back-up plans are interventions such as pairing up students to help as sponsors; using the instructor as a sponsor or coach; mandating a cooling off period; or requiring that the student stops talking, hitting or performing other problem behaviors when a code word or sign is provided. **Assist** the students to discuss how they will remember and be ready to use their back-up plans.

▲ **Distribute** the art supplies and poster board. **Ask** the students to develop a list of "10,000 Reasons to Stay in School" and to write the list on poster board, then post prominently in the classroom or school. **Discuss** the completed poster with the class.

4. ▲ **Review the major points of this lesson:**

- **Staying in school can be difficult and seem like much hassle, but each of you is an important part of the school despite any problems.**
- **Many/most of the things you say you really want in life are more readily obtained and retained by people who finish school.**
- **Which is more important to you? Continuing your problems at school or getting the things you want most in life. No one has ever listed "problems with school" as one of the things they want most in life. Why are you letting school problems keep you from your top priorities?**
- **There must be 10,000 reasons to stay in school. Use your plan and back-up plan to do what you need to do to stay in school.**

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